

OFFICE OF DEAN ACADEMICS

Policy Document

KLEF/ODA/2.12/P212001/2022/V1.0

Date: 27/07/2022

Title: Effective Teaching-Learning Practices (TLP)

1. Policy:

The departments are required to adopt innovative teaching-learning practices to impart high-quality education in a student-centric approach. This enables the learners to actively engage in the learning process and improve their confidence level. Since the students in a classroom are with diversified background knowledge and learning styles, it is required to match the teaching style with that of the learning style(s) of the students.

2. Outcomes:

- 2.1 Enhance the effectiveness of classroom teaching using advanced tools and techniques
- 2.2 Improves the classroom engagement of students, contributing to their development
- 2.3 Helps attain higher order learning skills through collaboration

3. Guidelines:

The following are the practices to be adopted in order to achieve the effectiveness of TLP across the programs offered by the University:

3.1 Semester Readiness Program (SRP)

- 3.1.1 The objective of Semester Readiness Program is to prepare the faculty to effectively deliver the courses allotted to them in the upcoming semester.

3.1.2 It is a collaborative process which involves the faculty taking the course to plan the delivery, identify the pedagogy best suitable for various topics, the source of the contents, instructional design, evaluation plans, etc.

3.1.3 Faculty are required to undergo a minimum of one professional development program and one technical development program in a semester in order to keep them up to date with the trends in education. Professional Development Programs (PDP) should focus on enhancing communication skills, creative thinking, design thinking, innovative teaching-learning pedagogies, etc.

3.1.4 These PDPs are to be arranged by the Academic Staff College at regular intervals in addition to the refresher and induction programs conducted by them. In the case of the technical development of the faculty, the departments are required to identify the interest areas of the teachers and accordingly identify the required Faculty Development Programs from sources like ATAL FDPs, and NPTEL, or arrange through industry or academia experts at regular intervals. The information regarding the same should be appropriately shared with the Academic Staff College for keeping the repository of training programs organized and attended in every academic year.

3.1.4 The detailed guideline for SRP is indicated in policy #: KLEF/ODA/2.2/P22001/2021/V1.0

3.2 Course Handout

3.2.1 Course Handout is a document, which gives complete plan of the course giving the overall picture about the course and its outcomes.

3.2.2 It contains the details of the course viz. Course title, Course code, Pre-requisite, Credit structure, team of instructors, Course objectives, Course rationale, Course Outcomes and the relevant syllabus, textbook(s) and reference books, Course delivery plan and session plan, evaluation method, chamber consultation hour, course notices and other course related aspects. Refer Annexure-T-IX for the structure of the course handout.

3.2.3 Necessary planning be done by the teacher in order to support the students with different learning styles with different content formats and evaluation methods.

3.3 Modern Information and Communication Tools (ICT) enabled TLP:

3.3.1 Faculty are required to understand the background of the learners in their class, their interests, learning styles, etc., and adopt appropriate pedagogical tools and techniques to enhance TLP.

3.3.2 Use of the essential Information and Communication Tools like Smart TVs, LCD Projectors, Videos, video conferencing, Animations, vlogs, forums, studios, Augmented / Virtual Reality, etc. to support the faculty members and students in the TLP.

3.3.3 Faculty members are free to choose the appropriate ICT tool that caters to their requirement for effective classroom teaching.

3.3.4 Faculty are required to identify and use necessary e-learning resources for the preparation of their course content and encourage students to self-learning wherever possible. eLearning resources can be embedded into the learning path created for the students to give a microlearning experience to students and necessary evaluations be carried out for the attainment of the outcomes.

3.3.5 The Learning Management System (LMS) platform is used to connect with students, providing them with study materials, assignments, conducting quizzes, solving their queries, and getting feedback.

3.3.6 Course Coordinators of the respective subject must prepare their e-course along with the faculty members delivering the course in a four-quadrant approach making it eligible to be offered through the MOOC / OL / ODL platform of the University. Necessary training sessions are to be arranged by the Academic Staff College in this regard on topics like effective e-content preparation, video editing tools, and techniques, effective communication, etc. at regular intervals.

3.3.7 The entire planning for the development of the e-course be done at the time of SRP and the course preparation should be completed by the last working day of the semester. The progress of the e-course development is to be verified during the academic audits.

3.4 Active learning methods (ALM)

3.4.1 The ALMs ensure a better learning experience for the students and engage them actively in the process of learning.

3.4.2 The ALMs are categorized into three major categories viz. Participatory, Problem-Solving, and experiential learning.

3.4.3 Each ALM has a procedure and appropriate rubric for the measure of the learning outcome attainment.

3.4.4 The detailed guidelines for ALM are indicated in policy #: KLEF/ODA/2.5/P25001/2022/V1.0

3.5 Flipped Learning

3.5.1 Flipped learning is an active learning method that engages the learners effectively inside a class by allowing them to collaborate with peers and learn effectively.

3.5.2 Furthermore, it encourages the facilitator to utilize the class time more effectively and provides more space to facilitate student learning and make it more learner centric.

3.5.3 The detailed guidelines for flipped learning is indicated in policy #: KLEF/ODA/2.4/P24001/2022/V1.0

3.6 Informal Learning

3.6.1 Informal learning refers to learning that occurs away from a structured, formal classroom environment.

3.6.2 Informal learning comes in many forms, including viewing videos, self-study, reading articles, participating in various problem-solving activities, forums and chat rooms, performance support, coaching sessions, and game-based learning.

3.6.3 In Informal learning, the learning outcomes are formed based on the identification of a problem to be solved.

3.6.4 The detailed procedure and guidelines for informal learning is indicated in policy #: KLEF/ODA/2.10/P210001/2022/V1.0

3.7 Work in Lieu

3.7.1 Work in Lieu courses allow the students to undergo experiential learning in the domain specific context on a predefined set of learning outcomes which are otherwise attained through the traditional teaching learning process inside the institution.

3.7.2 The courses that the students undergo in Work in Lieu mode will be treated on par with the regular courses and the performance of the students will be considered as such without any reduction or inflation of the scores.

3.7.3 Students undergoing work in lieu courses should be recommended to take the remaining courses in self learning mode for the period of work.

3.7.4 The detailed guidelines for work in Lieu is indicated in policy #: KLEF/ODA/1.5/P15001/2022/V1.0

3.8 Self-learning through Online Courses

3.8.1 MOOCs/Online courses are used as a tool to support the self-learning of students.

3.8.2 They are offered in the following cases, Self-Learners, Advanced Learners, and Peer Mentors as per the appropriate policy used for each category.

3.8.3 However, in order to support the students who are in Internships, Industry Training or Practice School, the departments may come out with the proposal for offering a course in self-learning mode by identifying an equivalent course from the standard Online courseware like NPTEL, SWAYAM, etc.

3.8.4 The detailed guideline for self-learning is indicated in policy #: KLEF/ODA/1.4/P14001/2022/V1.0

3.9 Peer Mentoring:

3.9.1 Peer mentoring is a way of learning in which the advanced learners extend their support to assist the teachers in attaining better learning outcome for their peers.

3.9.2 Departments are required to identify the advanced learners in respective courses and ensure that they are appropriately guided by the faculty to complete the course in self learning mode.

3.9.3 Further the peer mentors are to be used by the teachers during the Semester Readiness Program (SRP) for preparing the learning activities and collaborative learning pedagogies that can help in achieving the learning outcomes.

3.9.4 The detailed guideline for peer mentoring is indicated in policy #: KLEF/ODA/2.7/P27001/2021/V1.0

3.10 Course Closure Meeting:

3.10.1 At the end of the semester, for each course, the course closure meeting will be conducted by the course coordinator (CC) along with stakeholders of the course in order to analyse the effectiveness of the course.

3.10.2 The feedback obtained from the stake holders are analysed and necessary insights will be derived for further action.

3.10.3 The Course Coordinator prepares a report with recommendations to the Department Advisory Committee (DAC) for consideration and appropriate action to be taken by the Board of Studies (BoS).

3.10.4 The detailed guidelines for conducting the course closure meeting can be found in guidelines document # KLEF/ODA/2.8/CA/20-21

3.11 Academic Audit

3.11.1 Academic Audit is to be conducted in order to ensure the effective implementation of academic policies by the departments on various programs offered by them. Also, it ensures the extent of compliance with respect to the data to be generated throughout the process. This helps in analyzing them by the academic implementation team to suggest corrective actions.

3.11.2 Academic Audit will be conducted twice in a semester, once after the commencement of the semester and the other after the completion of the semester.

3.11.3 The detailed guideline for academic audit is indicated in policy #: KLEF/ODA/2.1/P21001/2021/V1.0

3.12 Regular Classroom Etiquettes

3.12.1 For Students

- Be on time and stay for the entire session
- Respect and listen to the instructions of the teacher
- Raise your hand to speak
- Address the teachers correctly
- Keep quiet when the teacher is delivering the session
- Volunteer for the activities conducted in class and share new ideas

- Don't discriminate others in the name of caste, religion, gender, color or their disabilities
- Help to keep the classroom clean & tidy
- Follow the health advisory guidelines inside the classroom and the campus
- Give the feedback to your teacher genuinely
- Finish your homework / assignments on time
- Have a good attitude and empathy towards everyone
- Contribute to discussions and participate fully in all classroom activities
- Get to know the proceedings of the class on the days you were absent
- Be respectful of others' ideas
- Cooperate with your classmates
- Use the technology in an ethical manner
- Turn off your cell phone inside the classroom
- Be in professional dress code

3.12.2 For Faculty

- Faculty should be present in the classroom at least 10 minutes before the commencement of the class
- Treat all the students with patience and respect
- Listen to your students
- Do not dictate notes in class
- Use the presentations and the board space wisely
- Maintain eye contact with students
- Do not embarrass any student in front of the class
- Encourage students to give genuine feedback
- Encourage students to participate in national, international level competitions and hackathons
- Act as a facilitator for learning by making the sessions learner centric
- Explain the context of the experiments or activity prior to the commencement of the same
- Stick to the session plan and take extra classes only if required

- Do necessary alternative arrangement for your class when you are not able to attend it
- Take the attendance seriously and advice the students to be regular to class
- Identify and handle the slow learners appropriately
- Communicate effectively in English always
- Discuss on the ways to correct student's mistakes and improve their learning
- Undergo necessary development programs to keep yourself updated
- Arrange a good number of expert lectures relevant to your subject
- Practice more Active Learning Methods in class
- Announce your free timings for them to approach you for doubts beyond the classroom
- Understand the learning style of the students and plan your sessions accordingly
- Encourage students to ask questions when they don't understand
- Take time to make the students understand the concepts
- Keep your personal likes and dislikes away from affecting student-teacher relationships
- Treat students with dignity
- Bring out the best from the students
- Reward responsibility with extra privileges
- Do not discriminate based on caste, religion, gender, or colour

3.13 Online Learning Etiquettes

3.13.1 For Students

- Open the classroom link provided for the class five minutes before the start of the class.
- Make sure that you are sitting in a place where there are no network issues, sufficient lighting is available, and the surroundings are quiet.
- Before starting the class make sure that there are no technical glitches with respect to your mike, camera and keep the laptop fully charged.
- Don't unmute yourself unless you are required to do so by the teacher.
- Whenever you are asked to speak introduce yourself properly by giving due respect to your teacher and classmates.

- Whenever you are asked to speak don't be an introvert, as active participation is required to have a better understanding of the class. Don't be afraid to speak whenever you are asked to.
- Don't distract yourself by opening other websites in the computer that distracts your attention from the class.
- If you want to ask a question, put that in the chat box as there will be other faculty to help you other than the faculty who is teaching.
- Always be polite and use proper language while communicating with others.
- Submit your assignments in time with proper naming conventions suggested by your faculty.
- When you speak, be clear with your points and precise in your words.

3.13.2 For Faculty

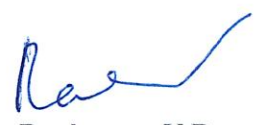
- Start the class ten minutes before the schedule.
- Before starting the class check for any technical glitches, so that your class goes undisturbed.
- Maintain proper dress code as you will have to switch on the camera throughout the class time.
- Make sure that you are sitting in a place where there is proper network, sufficient lighting and the surroundings are quiet.
- Organize the lecture in a proper order so that delivery will be easy.
- Use appropriate tools like whiteboard, screen capture, etc. to enable the learners to understand the concepts better. Be legible in writing.
- Don't teach continuously for more than 20 minutes as it will distract the students, in between put some poll questions in order to draw the attention of the students. Don't take the classes beyond the stipulated time as it would delay the start of other classes.
- Strictly follow the timetable and session plan for smooth progress of the course.
- Make Online classes more interesting to students using innovative pedagogies rather than teaching in a monotonous way.
- Make the classes interactive and allow students to collaborate for discussions through breakout sessions.

- Inculcate blended learning approaches to make the classes more learner centric.
- Ensure the discipline of the class and take note of the student attendance and participation.
- The instructions given to the students should be kept simple and easy to understand.



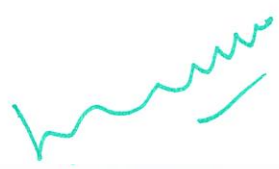
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